AN ANALYTICAL STUDY ON THE EFFECTIVENESS OF GOVERNMENT EXPENDITURE ON SAMAGRA SHIKSHA ABHIYAN (WITH SPECIAL REFERENCE TO SELECTED STATES IN NORTHERN REGION OF INDIA)

Synopsis

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INTRODUCTION

"An investment in knowledge pays the best interest."- Benjamin Franklin

Investing in education is regarded as smart economics. It plays a significant and remedial role in balancing the socio-economic fabric of the Country. For developing countries like India, it is crucially important to focus on improving education as it is a key driver for reducing poverty, fostering economic growth, achieving gender equality, and social development.

According to census 2011 India has one of the largest proportions of population in the younger age groups in the world. Around 41 per cent of India's total population is below the age of 20 years. As long as the neglected minds are not pushed forth, India will believably remain poor, not only economically but socially. Therefore, imparting education is the only way to nurture the young minds in order to secure employment and growth in true sense. Hence, various future prospects have been considered and policies were drafted. The vision is to ensure that education in India is of the highest quality and available to the entire population without discrimination. The focus of education policies has gradually shifted from inputs to outcomes.

As the result New Education Policy 2020 proposed major changes in education sector. The New Education Policy (2020) is a historic effort and first omnibus policy after thirty-four years. This is India's third policy which replaces the 1986 NEP. The purpose of NEP is to provide a framework to guide the development of education in the country. The policy aims for universalization of education from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education by 2030. School education in India has its eyes set on the **"universalization of education"** and making better citizens out of our young brigade. For this, various new schemes and initiatives are taken up regularly and recently, those schemes and initiatives have also started paying dividends in the form of growing enrolment in schools. In India, primary and secondary education is managed by **'*Samagra Shiksha*'**- an integrated scheme for school education, the purpose of which is to ensure equitable and inclusive quality education.

About Samagra Shiksha Abhiyan

Samagra Shiksha is an overarching program for the school education sector extending from pre-school to class 12 has been, therefore, prepared with the broader goal of improving school effectiveness

measured in terms of equal opportunities for schooling and equitable learning outcomes. The scheme was proposed in union budget 2018-2019 and successfully enacted from April 2018. The budget (for school) has been enhanced from Rupees 28,000, Cr in 2017-18 to Rupees 34,000 Cr. In 2018-19 and further it will be Rupees 41,000 Cr. In 2019-20. Therefore, the study attempts to recognise the trend and pattern in the government expenditure if any and also suggests at the end whether government should integrate and launch such schemes.

Prior to the Samagra Shiksha Abhiyan several individual schemes were prevailing for managing school education and teacher education and separate budget has been allocated to them by central and state government.

Following are the three erstwhile Schemes that have subsumed with the advent of 'Samagra Shiksha Abhiyan':

1. Sarva Shiksha Abhiyan (SSA)

2. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

3. Teacher Education (TE)

The scheme envisages the 'school' as a continuum from pre-school, primary, upper-primary, secondary to senior-secondary levels. The vision of the scheme is to ensure inclusive and equitable quality education from pre-school to senior-secondary stage in accordance with the Sustainable Development Goal (SDG-4) for education.

NEP (2020) has also set target to increase the public investment in the education sector to reach 6 per cent of Gross Domestic Product (GDP). At present the expenditure on education by centre and states as a proportion of GDP is 4.6 per cent in 2019-2020. It ranks 62nd in total public expenditure on education per student, According to IMD.

Education expenditure covers expenditure on schools, universities and other public and private institutions delivering and supporting educational services. Government expenditure on education is of great importance to national development and plays a critical role /in promoting growth and knowledge deepening.

REVIEW OF LITERATURE

A literature review is a survey of scholarly sources that provides an overview of a particular topic. The main purpose of reviewing literature is to convey the researcher about the ideas and existing knowledge that have been established on a particular topic. It gives a theoretical base for the research and helps the researcher to determine the nature of present study.

The researcher has gone through many researches, but no research has been found on this topic so far. Although number of researches have been found that are somewhat related with the present study. These are as follows:

Sasikumar.G (2019) has done a case study on *"Analysis on Improvement of School and Higher Education in Tamilnadu."* The main focus of the study is to analyse the improvement of school and higher education in Tamilnadu with reference to the implementation of RTE- based reforms (*Sarva Shiksha Abhiyan*) in state sector. For the purpose of evaluating quality of education various educational indicators like; NER, GER, Drop out ratio, pupil teacher ratio etc. have been used. The study made endeavour to explore improvement in higher education, but found that government still has to make an effort on the educational enhancement and implement of more expenditure.

Bhattacharyya P. (2019) has performed an analytical study to find out the causal relationship between public expenditure on education and the economic growth of 28 states in India. The paper entitled: "Public Expenditure on Education and Economic Growth: A state-level analysis in India" also seek whether public expenditure creates economic growth or economic growth is the cause of public expenditure. To find the stated objectives co-integration test has been applied whereas, to examine the short-run and long-run dynamics the study uses Panel Vector Error Correction Model. The study concludes that there exists unidirectional causality and long-run relationship between public expenditure on education and economic growth, which means as the growth increases there will be pressure on states to increase the public expenditure.

Fadlli.D, et al. (2019) in their research paper entitled "The Effect of Government Expenditure on Education Performance in NTB 2010-2016", which aims to evaluate the role of government on education by using a Logic Model Framework. The study uses quantitative methods with data in the form of unbalanced panels from 10 districts/cities in NTB in 2010-2016. Panel data regression method

is used for analysing the data. The study reveals that government expenditure on education does not affect the education index.

Boca. D, et al. (2018) have conducted an analytical study on "Government educational expenditures, pre-primary education and school performance – a cross country analysis" which aims to explore how child cognitive skills at age 15 at the macroeconomic level are affected by government education expenditures and by aggregate early experience in childcare. The study uses data from OECD's PISA and Eurostat and World Bank's WDI, from 19 European countries and uses multivariate analysis for investigating purpose. The study shows the positive link between macroeconomic conditions and students' cognitive performance should advise policies aimed to prioritise and stabilise expenditures in education.

Ansari.T & Khan.M (2018) in research titled "An Analysis of Public Expenditure on Education in India" made an attempt to examine the levels, trends, growth and intra-sectoral allocation of public expenditure on education. The paper mainly focuses to explore the trend on planned and non-planned expenditure on education. The study concludes that share of state government expenditure on education has declined and the share of the central government has increased. The study also suggests that both the governments should focus on qualitative education along with the budget allocations in order to enhance human resource development in the country.

Kundu. A (2018) has done research on "The Effectiveness of Public Spending on Education and Health Care in Indian Economy" the study mainly examines the role of government spending on education and health sectors with regards to promoting the GDP of India over the last three decades. For the purpose of study Johansen Co-integration test, Vector Auto regression (VAR) model were used. The study concludes that India's fiscal system has a relatively low impact on the distribution of income as far as public spending on education and health care are concerned.

Solihin. A, et al. (2017) conducted a study on *"Efficiency and effectiveness of government expenditure on education at districts/cities level in East java Indonesia."* The main purpose of this study is to investigate and analyse the efficiency and effectiveness of local government expenditure on education sector in East java Indonesia. For the purpose of study, impact of local government expenditure on education outcome has been evaluated for the period of 2007-2014. Data Envelopment Analysis (DEA)

tool has been used to analyse along with the CRS & VRS assumption model. The study reveals that the government expenditure for education has no significant impact on education index, while household expenditure for education has significant impact on education index.

Gavurova. B., et al. (2017) have done a study on "*Relative efficiency of government expenditure on secondary education."* This paper shows a comparative study to assess the efficiency of government expenditure on secondary education in selected European countries in 2015. For the purpose of study, government expenditure based on the data published by IMF has been used and PISA indicators published by OECD have been taken to analyse the quality of education. Data Envelopment Analyses (DEA) method have been employed through the output-oriented model under the VRS assumption. The study concludes that average efficiency has value 0.955 which suggest that the efficiency of government expenditure on secondary education system of evaluated countries was relatively high. The study found that there is no impact of level of expenditure, but efficiency of their usage.

Das. J. (2017) has done a case study on cost- effectiveness in his paper titled *"A study on cost-effectiveness of higher education with particular reference to Barama College."* The study tries to examine whether objectives stated by the government achieved or not, if not then the cost incurred cannot be termed as effective. For the purpose of conducting this study cost-effectiveness analysis is used, for collecting data questionnaires and interview method have been used. The study concludes that the college came under deficit grant-in-aid system in 1978. The male female ratio of teaching staff is 4:1; suggestions were made to appoint more female teachers.

Uchenna. C., et al. (2016) have conducted a study to examine the government education spending and education outcome in Nigeria from 1970-2013. For the purpose of the study Augmented Dickey Fuller (ADF) unit root test and Ordinary Least Square (OLS) technique have been used. The study concludes that public education spending has a positive and significant effect on education outcome in Nigeria. The study also recommends that government should spend more on education; government should also monitor spending given the history of corruption and embezzlements of public funds in Nigeria.

Chatterji. M., et al. (2015), in his research titled *"Public expenditure in different education centres and economic growth: The Indian experience"*, examines the empirical relationship between public primary, secondary and tertiary education expenditure and economic growth of India. For the purpose of

analysing data various econometric tools were used such as time series analysis for the period (1951-2011) along with Granger Causality Test, Vector Auto Regression (VAR) method for estimating short-term relationship, Augmented Dickey Fuller (ADF) test used to check the order of integration of the variables. The econometric analysis indicates that expenditure in each education sector positively affects GDP growth from 1980 onwards. The study found that education expenditure is a necessary but not sufficient condition for growth. Along with quantity, quality is equally important. Therefore, besides increasing expenditure level the government has to undertake necessary reforms to upgrade the quality of the system. Otherwise, the effectiveness of the education spending will continue to be low.

Vitek. L & Martinkova. L (2015) has carried out research titled "Assessment of Efficiency of Expenditure Programmes in Education: Primary education in the Czech Republic". The study aims to provide a cross-sectional view of education expenditure programmes in the domain of primary level of education in the Czech Republic. The aim is not only to carry out the assessment, but rather to design a system of how to carry out an assessment. The paper presents a possible approach towards simplified assessment of economy, effectiveness and efficiency. The selected indicators in the study show that in the long-term perspective, efficiency of this expenditure programme rather increases. Thus, the cost-efficiency of the assessed programme exhibits overall a rather positive trend in total five monitored indicators.

Mitra. A (2015) has performed research on "Public Spending in Higher Education in India: A Benefit Incidence Analysis" in which the researcher studies the increasing role of public funding in higher education, by using the Benefit Incidence Analysis tool. The study also measures the distribution of subsidy in higher education in five quintile groups of 15 major states to know if it is progressive or regressive. The study reveals that the distribution of subsidy is pro rich which means it is progressive in few states only. The study concludes with a suggestion that public funding in higher education should be encouraged rather than be replaced by private funding.

Oriakhi. D. et al. (2014) have conducted a study to evaluate the influence of government expenditure on the education sector in Nigeria. The paper titled "Government expenditure and the development of the education sector in Nigeria: An Evaluation" aims to examine the effect of education expenditure on the level of literacy in Nigeria. To achieve the intended goals the researcher uses Time series, Linear

forecasting model and co-integration which shows that there is a long-run relationship between the variables and they are statistically significant. The study concludes that if certain policy measures such as increased funding reduced corruption, teacher's motivation and strategic planning among others are fully implemented, the sector will be appreciably developed.

Dobdinga. C, et al. (2014) have done research on public spending efficiency on education and health sectors of Cameroon, Chad, and Central African Republic. The study titled *"Determinants of Public Spending Efficiency on Education and Health: evidence from selected CEMAC countries"; e*xamines the institution and economic factors influencing spending efficiency on education and health sectors for the period 2000-2012. The study uses the non-parametric Data Envelopment Analysis (DEA) approach along with the panel data Tobit and fractional logit regression techniques to determine the effect of institutional and economic factors. The results indicates that quality of budgetary and financial management has a positive and statistically significant influence on efficiency while corruption has negative influence on public spending efficiency in the education and health sectors.

Patrick. J, et al. (2011) has done a high-quality impact evaluation on "Cost-Effectiveness Analysis of Education and Health Interventions in Developing Countries". The study aims to provide an updated review of methods and applications of cost-effectiveness analysis on education and health interventions in developing countries. For the stated purpose, the paper highlights the key challenges of conducting a Cost-Effectiveness Analysis. The study shows that the interventions with relatively lower incremental costs per unit of incremental effect are better candidates for investment.

Tamang. P. (2011) conducted research on "The Impact of education expenditure on India's economic growth." The main focus of the study is to re-establish the relationship between education expenditure and economic growth of Indian economy. For analysis econometric model has been applied with Time-series from 1980-2008. The study found that there is a long-run relationship between education expenditure and economic growth. The study also uses the Error-correction method which shows that education expenditure per labour have a lesser impact on economic growth as compared to physical capital per labour.

Wang. D. (2009) conducted research titled *"The Evaluation of Higher Education Expenditure performance and Investment mechanism reform"*. The study highlights the role of "expenditure

performance management" over the "fund investment management". The paper selects 12 evaluation indicators to evaluate Chinese higher education expenditure data over 9 years. Objective evaluation method is used to investigate the summary evaluation whereas; subjective assessment is used to evaluate the weighting factor. The study uses MAtLab6.5 to get results, the results shows that expenditure performance evaluation is vital significant for establishing the new higher education investment mechanism based on performance by enhancing fund investment efficiency and promoting educational development.

Levin. H. (1988) stated in his paper titled "Cost-effectiveness and educational policy" that there is a great potential for the use of cost-effectiveness applications in education, but there is little capability for doing so among policy makers. Thus, the study focuses on providing the techniques and its applications to educational policy. Cost–effectiveness, cost benefit analysis, cost utility approach were the main techniques described in the study. Each of these can compare costs and outcomes of educational alternatives, where cost-effectiveness gives outcomes in educational terms, cost benefit assesses outcomes in monetary terms and cost utility assesses outcomes in subjective value to the decision maker.

Douglas M. (1988) has performed research on the "Effectiveness Indicators in Economic Analysis of Educational Activities". The study discusses educational effectiveness indicators in the four stages of educational production: inputs, processes, outputs and outcomes. The study summarises that the current problem in education, is not just the present state of systemic ineffectiveness in the accomplishment of goals and the common inefficiency in the use of public and private resources but the few current incentives that will encourage managers and users of education to improve the system and its individual institutions.

RESEARCH GAP

After going through the Literature Review it has been found that very few studies have been conducted to analyse the effectiveness of government expenditure on Samagra Shiksha - an integrated programme in India. Although many attempts were made internationally to analyse the effectiveness and efficiency of government expenditure on education sector, but most of them were either theoretical or descriptive in nature. Only a few studies have been conducted in India or elsewhere to analyse the quantitative performance of Samagra Shiksha. Therefore, it is of utmost importance that a comprehensive study be

undertaken to analyse the performance of government expenditure on educational programs in India, with particular reference to the Samagra Shiksha scheme.

NEED OF THE STUDY

The basic need of the proposed research study can be understood as to provide a cost-effectiveness analysis of government expenditure on educational program in India. The main purpose of the study includes the cost analysis of an integrated educational program which contributes significantly to policy decision-making, planning and monitoring in overall school education. The study will also highlight the current status of educational program and analyse its efficiency in context with their set objectives. The study will also help to get a clear picture of apportionment of government funds in both education sectors such as primary education covers under 'Sarva Shiksha Abhiyan' and secondary education covers under 'Rashtriya Madhyamik Shiksha Abhiyan, along with 'Teacher education'. Which thus stimulates to achieve "universalization of education" a target, set by both NEP and Samagra Shiksha Scheme.

OBJECTIVES

1. To examine the effectiveness of the Samagra Shiksha Abhiyan.

2. To analyse the fund allocation, releases and expenditure of Samagra Shiksha during selected period of study.

3. To assess the apportionment of government expenditure among various components of the program.

4. To evaluate the learning outcomes of Samagra Shiksha Abhiyan.

RESEARCH METHODOLOGY

Research Design

The design for the research will be descriptive as well as analytical in nature.

Sample Size

The study will be confined to analyse the effectiveness of government expenditure on school education under Samagra Shiksha Abhiyan in Northern Region of India. The study will consider the following selected States of Northern Region of India.

Table 1: Showing Selected States of Northern Region of India.

Sr. No.	Selected States
1.	Haryana
2.	Uttar Pradesh

3.	Punjab
4.	Rajasthan

Sample selection Criteria

The study will mainly focus on the Northern Region of India as it forms the largest part of India. Only those states of Northern Region of India have been selected whose fund share and implementation between Government of India and State Government is in the ratio 60:40.

Respondents Selection Criteria

200 respondents will be taken for the purpose of study i.e., 50 respondents from each selected state will be taken into consideration. The respondents will comprise of teacher/principal/head-master/administration of both beneficiary Primary and secondary schools under this scheme on a non-probability sampling basis.

Sampling Technique

In order to meet the objectives convenience sampling technique will be followed for selection of schools and respondents.

Data collection

The study will largely be based upon secondary data. Whereas the researcher will also use primary data wherever required. Following are the sources of collecting such data:

*** Primary Data:** Primary Data will be collected through construction of questionnaire, which will then be served to at least 200 respondents of select beneficiary primary and secondary schools of selected states of Northern Region of India. These respondents will include teachers /head-masters/ principals / administration.

*** Secondary Data:** Secondary data will be collected from Union Budgets, data, Researches published in journals, online information through official websites of MoE, periodicals, magazine and various other websites.

Duration of the study

A period of five financial years starting from 2018-19 to 2022-2023 will be taken into consideration for the purpose of the study. A pre-period of 2017-2018 will also be considered to have better knowledge.

Statistical Tools

In order to achieve the specific objectives various statistical tools such as Cost-effectiveness analysis, DEA (Data Envelopment Analysis) tool, and OLS (Ordinary Least Squares) method may be used, along with these various other tools such as Granger Causality test, Chi-square or Mann-Whitney U test may also be used for testing hypotheses as per the nature of data available and requirement of the study. Along with the statistical tools, number of mathematical tools like percentage and ratios will also be used for the purpose of analysing and presenting data.

Research Hypotheses

Ho1: There is no significant impact of Samagra Shiksha scheme on school education.

Ho2: There is no significant impact of level of government expenditure on the learning outcomes.

Ho3: There is no significant impact of cost-effectiveness of government expenditure on the learning outcomes.

Ho4: There is no significant difference in pre and post-performance of educational program on the learning outcomes.

The researcher may also frame other suitable hypotheses during the study.

OBJECTIVE-WISE METHODOLOGY

Table 2: Showing Objective-wise Methodology

S.NO	OBJECTIVES	RESEARCH METHODOLOGY
1.	To examine the effectiveness of the Samagra Shiksha Abhiyan.	To achieve this objective comparison will be made with the previous schemes. Simple percentage analysis tool will be used and graphical representation of data will be done.
2.	To analyse the fund allocation, releases and expenditure of Samagra Shiksha during selected period of study.	To achieve this objective a trend analysis will be conducted by using the budgeted and actual data of Government expenditure for the selected period of the study and Gap will be identified.
3.	To assess the apportionment of government expenditure among various components of the program.	In order to achieve this objective, researcher will use Cost-effectiveness analysis among the various components of the program as per the nature of data.
4.	To evaluate the learning outcomes of Samagra Shiksha Abhiyan.	For the stated purpose both primary and secondary data will be collected. Secondary data will be used to evaluate the learning outcomes at national level. Whereas, Primary data will be collected to evaluate the learning outcomes at regional level. Primary Data will be collected through questionnaire served to at least

		200 respondents of select beneficiary primary and secondary schools of selected states of Northern Region of India.

PROPOSED CHAPTER PLAN

Table 3: Showing Proposed Chapter Plan

CHAPTER NUMBER	CHAPTER NAME
CHAPTER 1	INTRODUCTION
CHAPTER 2	REVIEW OF LITERATURE
CHAPTER 3	RESEARCH DESIGN AND METHODOLOGY
CHAPTER 4	DATA ANALYSIS AND INTERPRETATION
CHAPTER 5	FINDINGS AND SUGGESTIONS

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3. World Wide Journal of Multidisciplinary research and Development (WWJMRD)

4. Asian Social Science (CCSE)

5.Journal of International Studies (Research Gate)

6. Journal Of Humanities and Social Science (IOSR)

7. Procedia Economics and Finance (Elsevier)

8. International Journal of Education Economics and Development (Inderscience)

9. Higher Education for the future (SAGE)

10. J Economic Finance (AEF)

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12. International Education Studies (CCSE)

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